

# The School Counselor

## CANADIANS EXPERIMENT WITH GUIDANCE CURRICULUM

It is indeed a pleasure to join with you in this new association and to have the opportunity of writing a few words for the newsletter. It is in respect to curriculum work that I wish to write. In Canada the provinces generally provide a state curriculum to be used in all schools. Little curriculum work is done at the local level though some indication of change is becoming evident. Therefore, the duties of a state or provincial supervisor involve curriculum.

We have been experimenting for the past five years with a combined health and group guidance course, now a required full-year course in Grades 7 to 10 inclusive, on the basis of two to four periods (70 to 140 minutes) per week depending on the grade level.

The program attempts an overall approach to health teaching using "Health" to include mental and emotional health. Personal and social problems are discussed in class in the hope that the student will be reassured by learning that his problems are similar to those bothering his schoolmates. In substance the program's objectives are to encourage the establishment of good health practices based on scientific knowledge, to develop a sense of individual responsibility for personal and public health and for democratic practices in group relationships, and to realize the value of specific vocational planning, since, as we all know, assistance in the selection of vocation can pay good dividends in terms of one's mental health.

Nine units of work comprise the program in each grade. Five of these relate particularly to material found in any health course with emphasis on the functional ap-

NEWSLETTER OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION  
A DIVISION OF THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION

proach. One unit concerns itself with an analysis of study methods and orientation in the school situation, another has to do with problems of common concern to the group, and the last with career planning.

The approach suggested is to adapt subject matter and instruction to the particular interests of the class. The teacher can use great freedom in selecting material and may seize on current news and events such as National Safety campaigns and Christmas T.B. Seals to make the study more timely. Each course contains sufficient material to give every kind of student something to get his teeth into. As in the activity method of instruction, students are encouraged to share in the planning.

Some of you may well ask about grading in a course of this kind. In our schools students at the Grade 9 level must qualify in terminal examinations set by the Department of Education before they proceed to the senior high school. Such a terminal examination is not required in the Health and Personal Development course. Achievement is difficult to measure on questions of personal development; however, the health and occupations units provide plenty of content material for teachers who feel they must have final examinations.

We would be interested in exchanging experiences and reactions with those of you who have worked with programs in social living, since there is a certain similarity between what we are attempting and what you are doing. Cheerio, and best wishes to all of you.—A. A. ALDRIDGE, *Supervisor of Guidance, Edmonton, Alberta.*

## A Note About the Program of A. S. C. A.

THE PRIMARY PURPOSE of the American School Counselor Association is to foster a closer professional relationship among school personnel charged with the performance of guidance services for pupils enrolled in elementary and secondary schools in order to promote pupils' adjustment to school and life, and the adjustment of the school to the pupils. Its members are drawn from counselors, teacher-counselors, directors of guidance and other school staff members who meet professional requirements and who have released-school-time for the performance of guidance functions. Our program, therefore, is aimed at the thousands of school people who have a common purpose with us in this most important field. We are planning a program which will meet the specific needs of counselors from year to year and provide through A.P.G.A. a common meeting ground for the larger problems of personnel work.—TED KUEMMERLEIN, *Vice-President, ASCA.*

## President's Message

Greetings and best wishes to all ASCA members. This year has been a busy one. The Board of Governors at the Chicago Convention last March developed four major projects for ASCA during 1953-1954: Membership, Constitution and By-Laws, Nomination of Officers, and Newsletter.

Tom Christensen and his Constitution Committee have been working hard to give us a revised Constitution and By-Laws by Convention time. Recent ASCA members who did not take part in the balloting on the Constitution will be mailed copies and given an opportunity to express their opinions. The constitution has been approved, and the final draft will be presented for adoption at the Buffalo meetings.

The Membership Committee under the former leadership of Douglas Blocksma has done a splendid job. When Doug asked to be relieved because of family illness and a reduced staff in his school district, Douglas Dillenbeck, Director of Guidance, White Plains, New York, took over. Membership applications continue to come in as the newest Division of APGA nears 500 members.

Carl Waller, Chairman of the Nominating Committee, has developed a slate of officers from your proposals. Your final ballot will come in the mail.

Your Newsletter Editor is Bess Day, Director of Guidance, Michigan City, Indiana. Won't you help her by sending articles and news items?

One of the major problems facing ASCA is how to provide its members with tangible benefits. For the many who are unable to attend a National Convention each year, the only sources of benefits are the APGA Journal and the ASCA Newsletter. When budget will permit, your Board of Governors wants to have either a quarterly Newsletter or a section in the APGA Journal to help meet the needs of school counselors. Another benefit will be APGA Branches in which school counselors will be able to participate. The APGA executive council is working to make these possible next year.

I extend my personal thanks to all Officers, Governors, Committee Chairmen, and members for the fine cooperative spirit they have shown since the organization of ASCA.—ARNOLD EMBREE.

# here is how we do it

PROGRAMS AND PRACTICES AROUND THE COUNTRY

## *In-Service Training*

**Something Unique:** The Board of Education of Baltimore County, Maryland, considers guidance one of its important services to pupils, teachers, principals, other staff members, and the community. In its schools, both elementary and secondary, guidance services are recognized as an integral part of the total school program. Therefore, every possible effort is made to provide the means by which guidance services can be implemented.

A county-wide program of guidance services, initiated in 1946 with a full-time director of guidance and four full-time and five part-time counselors, has grown phenomenally. It now has two co-directors and 45 counselors serving some 52,000 pupils in 74 schools. This year, the Board of Education has made it possible to set up an extensive and intensive in-service training program for its counselors.

The training program was entirely motivated by the needs expressed by the counselors. In a meeting near the end of last year, the counselors expressed a desire to meet together to discuss common problems, to share procedures that had proved useful, and to learn about new guidance and counseling tools and techniques. A survey was taken to determine which phases of their work they wanted to consider in the training program. The program which was drawn up provided for an overview of guidance philosophy and principles and set up the machinery for instruction and actual practice in using some of the newer guidance and counseling techniques.

The group adopted the seminar approach and makes extensive use of the round table discussion technique. The 45 counselors sit with the group leader at tables placed in a long rectangle. This provides a relaxed atmosphere and has resulted in eager and unanimous participation.

Baltimore County counselors have had little opportunity to see other guidance programs in action, since schools are spread over an area of some 600 square miles. The training program is providing counselors with this valuable experience. Seminars are held in different schools throughout the county. Counselors see elementary and secondary guidance programs in both colored and white schools in rural, industrial, and urban areas and in all manner of socioeconomic environments. We feel that this is paying rich dividends. It gives the counselors an overall view of guidance services in the county and helps them see the value of cooperation and teamwork. It boosts the morale of the counselors, for they realize that their problems are not unique, and that efforts are being exerted to help make their work more efficient and satisfying. Finally, it aids in coordinating the services throughout the county thus affording the pupils more uniform and complete help with their problems.

Although a complete evaluation of the program cannot be made at this time, we can report that enthusiasm during the seminars has been high and praise of the re-

sults has been wide. We note that results are already apparent—evident in the more sympathetic attitude of school administrators toward guidance and in the concrete changes that have been made in the individual schools to facilitate the work of the counselor.—N. HARRY CAMP, JR., Supervisor of Guidance and Clinical Services, Baltimore County, Maryland.

**In the Elementary School:** Miss Moffet has some questions. Her three months as a new Elementary School Counselor have been tremendously satisfying. She has had sufficient time to relax and become acquainted with the principal, the youngsters, the teachers, and many of the parents; she better understands the needs of the community in which she is working; the office procedure and basic mechanics of handling the records for which she is responsible have become more routine; and she has begun to feel that she is a real member of the group of 27 elementary school counselors. But from her evaluation of her short period of work she learned that her college training and subsequent experience as an elementary school teacher have not provided all the "answers" she needs.

For example, Freddie, a small hyperactive kindergartener, has had an uncomfortable time adjusting to the group. Conferences with his parents revealed nothing in his home to produce discomfort. "Yet today," she thought, "Freddie spit on his teacher." True, he explained that he was aiming at a child on the other side of the teacher and she unsuspectingly moved at the wrong time. However, there had been other instances in which the youngster had tried in the wrong way to make himself a part of the group.

Miss Moffet was not sure Freddie would be a child to refer to the School Office of Psychological Services. A call to the intake worker would help with the immediate problem. However, she felt that she would profit by discussing with some of these special workers just what constitutes a good referral and how best to write up the pertinent information.

At the next Counselor's Workshop and at subsequent meetings, Miss Moffet presented and heard discussions of her questions. She found most helpful meetings in which the group discussed various techniques used in counseling. Demonstration interviews were presented. Miss Moffet learned that a one-way vision room would soon be completed so that actual interviews could be heard and seen. She watched demonstrations of test administration and interpretation. She took part in discussions of sociometric devices and received help in techniques and content of group guidance.

Plans were made for Miss Moffet and her supervisor to observe the same child. They would later discuss and evaluate anecdotal records from the observations. The group discussed ways in which the counselor can best be of service to the key person in guidance, the teacher. They also considered methods of approach in helping parents to understand their children better.

Reviews by the counselors of new books in the field of guidance were interesting and helpful, as were lectures by authorities such as Ruth Strang, Esther Lloyd-Jones, and McNosser. A panel discussion with participating pupils from grades 5 through college gave her insight into how well the curriculum and school personnel were meeting the needs of students.

By the end of the school year, Freddie, in his own words, had "quit spittin'," and Miss Moffet was comfortable and happy with her job. She felt that she had been given the opportunity to grow professionally, and with on-the-job helps planned for the coming year, she would be able to operate even more effectively.—SARAH C. MALONEY, Counselor, MacArthur Elementary School, Long Beach, California.

**In Teen-Ager Guidance:** An attempt to assist teacher-counselors to improve their techniques and understandings was carried out in an in-service training program at Jordan Junior High School in Minneapolis, Minnesota.

A series of Monday morning sessions was arranged. The new program at this school made it possible to meet with a group of 7th, 8th, and 9th grade teachers at respective hours. Their guidance periods were scheduled in this sequence.

The Consultant in Counseling served as the resource person and other central office personnel also participated. Subjects presented and discussed were: Characteristics of Adolescents, What Is Discipline?, Understanding the Emotionally Disturbed Pupil, Teen-Ager Problems, Use of Records and Tests, Techniques of Approach, Sharing of Information, and Teacher-Parent Conferences. Team spirit was emphasized as the school counselor, visiting teacher, nurse, and principal all participated in these sessions.

Teacher participation was most encouraging in view of the enthusiastic response from the respective groups. The guidance services have improved immeasurably from this program. Emphasis has been on the casual approach to understanding the child.—CHESTER M. JOHNSON, Consultant in Counseling, Minneapolis Public Schools, Minnesota.

**How did this publication happen?** At the Chicago Convention the officers felt there should be some means of letting members know of the happenings in our new organization. Anna Meeks, our busy secretary-treasurer, volunteered to get out a newsletter (and did) in June. In that issue Anna begged for an editor. No luck! So I am pitch-hitting until some literary member will take the job. Interested?

A plea for material went out (on short notice) to some members nearby and to some others whose names were given me. The response was so gratifying we just had to do a bit better than mimeographing; hence, this bulletin.

What kind of publication do ASCA members want? Let's make this a matter of business at the convention in Buffalo, April 12-15.

In the meantime, please send criticisms, comments, and contributions to: BESS DAY, 415 E. 9th Street, Michigan City, Indiana.

## Organization of Guidance

**Junior High Comes of Age:** In 1946, the junior high schools in Mishawaka had no organized guidance program. And it didn't just happen that in the seven years since then, a "common sense" program of pupil guidance emerged, and is gradually coming of age. The whole program is the result of many hours of cooperative planning, hashing, rehashing, rejecting and in-jecting. Classroom teachers, principals, the superintendent, and the guidance director all took part in the building process. These interested and willing organizers realized that although this age group has many problems, the junior high school long has been the "step child" in educational planning.

The committees set up a five point goal: (1) counseling; (2) testing and pupil accounting; (3) group education; (4) orientation; and (5) bridging the gap to high school. All phases of the program are now in operation and are more than moderately successful.

The one that has consistently been successful from the school's and the public relations point of view is the 8A Parent-Pupil-Teacher high school planning conference. Every 8A student, following his 8B occupational group education, is given a Lee Thorpe Interest Test. Then a booklet, "High School Lies Ahead," outlining courses at high school is sent home for the parent and student to examine together. Next, each 8A homeroom teacher makes an appointment with the parent and the child. During the interview the parent is acquainted with the child's special aptitudes and interests. The pupil is given an opportunity to choose a tentative high school program, and together the three outline a complete four-year plan. The child is the focal point of this interview. He is guided in making choices and to understand his own potentials.

Statistics-wise these interviews have been most gratifying. Over a seven-year period, the percentage of students represented by one or more adults (many mothers and fathers both come) has never been below 75. Many home rooms have had 100 per cent representation. Each spring approximately 250 boys and girls enter the high school from our two junior high schools, so at least 180 and sometimes 230 parents get into the school each year to learn about the high school curriculum.

Reports from questionnaires sent to parents have been unanimously positive in praising this part of the guidance program. Attendance at 7th grade parents' nights and 8th grade parents' nights (orientation) has increased greatly in the past year or two also, and it is felt that the increased attention given to the junior high boy and girl has banished the old bugaboo that "junior high kids don't want their parents to visit school." It just isn't so—we know; we ran out of cake at the last 7B parents' night!

Many approaches to parent cooperation are used in the junior high school at all levels. A letter is sent to all 6A parents outlining the junior high program; a special day each fall is set aside for the new 7B's and their parents to visit their new school; a 7B Parents' Night is held early in

## To ASCA Members

THE OPPORTUNITY TO SEND GREETINGS to the ASCA is a welcome one, indeed. No division within APGA has the potentiality and opportunity which ASCA has.

The time has long since passed when student personnel work could be regarded as a fad, thrill, or an extra which can be assigned to any available teacher. Yet it is still regarded as such by many people, particularly at the public-school level.

This is a challenge and opportunity for ASCA. A professionally orientated association which provides its members with opportunities for professional growth and development will enable each member to demonstrate the significant importance and real nature of personnel and guidance work. Such a development will clear up uninformed views or erroneous impressions.

Because of the importance of the "human element" in personnel and guidance, constant professional growth is a necessity. Active participation in the affairs of ASCA will enable its members to keep abreast of current developments. Mere membership will not. Thus, I want to urge every member to feel a personal responsibility for initiating projects, conducting programs, exchanging ideas and recruiting new members.

With such an interested and responsible membership, ASCA will make a significant contribution to the progress of student personnel work.—ROBERT H. SHAFFER, Past President, APGA.

the fall; a questionnaire is mailed to parents asking for personal information about the new student (80-92 per cent are returned each year).

Inquiries concerning the guidance activities at junior high school level in Mishawaka are invited.—JANE BEBB, Guidance Director, Mishawaka City Schools, Indiana.

**One School's Program:** The guidance program for 1953-1954 at West High School, Salt Lake City, Utah, is effectively under way as the first quarter of the school year draws to a close. In the first of its two phases teachers, students, and the special personnel in the counseling program are cooperating to emphasize the positive side of guidance — prevention of problems through maintaining a healthy emotional atmosphere throughout the school community. Principal Dan Baker believes that such a guidance program is the responsibility of the entire school rather than just the guidance specialist.

The faculty guidance committee has several projects under way to promote the program. One project makes use of the school paper. Each issue will contain a column on positive mental health, and speeches and school projects which can be related to guidance will be featured from time to time. Another project provides helpful books for circulation among the student body and faculty. It is hoped that many of these books will be read from interest rather than as assignments. And to acquaint the entire faculty with the various counseling techniques used by fellow faculty members, demonstrations of techniques are being planned.

The second phase of the guidance program is directed toward helping students

who encounter difficulties within the school community. Henry Bradford, assistant principal and a trained counselor, directs this program. His staff of two school counselors, an attendance counselor, and a social worker handles referrals made by the faculty for special help, be they vocational, emotional, or financial. The relationship of students to all other agencies within the community are also handled by this staff.

At a weekly staff meeting cases and problems are discussed and an efficient communication system is maintained. Another result of the weekly meeting has been the development of team work. The attendance supervisor, for example, learns something of the background of students who are regularly missing school. The counselors are able to transfer cases to the social worker without a break in continuity of treatment.

Not all problems have been solved, and the program can be improved in many ways. However, indications are that the program has already proved its value to West High School.—DONALD TAYLOR, Counselor, West High School, Salt Lake City, Salt Lake City, Utah.

## General and Special

HERE are two practices which we have found to be effective in Grand Rapids. One is the way in which our counselors are appointed. I believe that the guidance director or the counselor should be selected through the participation of the total school staff. We tested out this notion when we had two counselor appointments to fill in high schools of about two thousand students. I instructed the faculty council that the council would do the job of interviewing and selecting candidates for the position of counselor. Preceding this, however, the faculty council would have to spend a couple of months studying the kind of guidance program that they had and come up with recommendations on the kind of guidance program they wanted in their school. This study set the stage for the kind of person that they now wanted to select for counselor.

In each school where this procedure was tested it was discovered that teachers developed better understanding of the guidance program; it was their guidance program. They selected a person who could fit that particular school. We have seen increased participation and cooperation on everyone's part in these two guidance programs. Children and parents are being better served.

A second procedure which has proved valuable in Grand Rapids is the use of students in counseling students. At Union High School there is a service club which has replaced the honor society. Outstanding students spend time daily working with failing and problem children. Such a program has a definite effect on these problem children, on the award system in the school, and it makes the adolescent class lines less rigid. We find that students can do things for students of their own age or slightly younger that adults cannot achieve. The students' counseling work is carefully supervised by the senior advisor and the school counselor.

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## OFFICERS AND COMMITTEE MEMBERS

### Officers

**President:** ARNOLD EMBREE, Guidance Consultant, St. Clair River Area Program of Cooperative Education, St. Clair, Mich.

**Vice-President:** T. J. KUEMMERLEIN, Director, Department of Pupil Personnel, Milwaukee Public Schools, Wis.

**Secretary-Treasurer:** ANNA MEEKS, Director of Guidance, Baltimore County Schools, Md.

### Board of Governors:

A. A. ALDRIDGE, Supervisor of Guidance, Edmonton, Alberta, Canada.

HENRY D. BRADFORD, Director of Guidance Services, Salt Lake City, Utah.

J. CARTER PARKES, Counselor, Belton, Tex.

JOE M. YOUNG, Coordinator of Guidance and Counseling, Tucson, Ariz.

BESS DAY, Director of Guidance, Michigan City, Ind.

THOMAS D. GINN, Director of Guidance, Boston, Mass.

### Committees

**Convention Program:** T. J. KUEMMERLEIN, Milwaukee, Wis.; HARRIET STANBRO, East Aurora, N. Y.; THOMAS D. GINN, Boston, Mass.

**Nominations:** CARL WALLER, Madison, Wis.; THOMAS REIMENSnyder, Parkville 14, Md.; BERNICE BOULDIN, San Marcus, Tex.; HARRY SMALLENBURG, Los Angeles, Calif.; WILLIAM VALENDINA, Needham, Mass.

**Constitution and By-laws:** THOMAS E. CHRISTENSEN, Worcester, Mass.; HAROLD E. PANABAKER, Alberta, Canada; GLADYS C. MURPHY, Great Neck, N. Y.; GEORGE H. HASH, St. Joseph, Md.; CHARLES MURPHY, Pittsfield, Mass.

**Membership and Directory:** DOUGLAS DILLENBECK, White Plains, N. Y.; ANGUS McDONALD, Boise, Idaho; LEONARD W. COX, Oklahoma City, Okla.; SIDNEY DAWSON, Las Vegas, Nev.

**Representative, APGA Radio and Television:** SPENCER J. ROEMER, Boonville, N. Y.

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In our Central High School, students work with students through English and mathematics workshops. A student may come any hour of the day voluntarily to ask for help, from a trained tutor, in his school work. We find that the same results occurred from this more academic approach as described above for the Union High School service group. We are now working more generally on students working with students in the ordinary classroom; thus, the classroom achieves both academic and social gains.—*From a letter written by DOUGLAS D. BLOCKSMA, Director of Pupil Personnel, Grand Rapids Public Schools, Michigan.*

**Constitution Chatter:** The polls are closed! Many thanks for your votes and comments about the ASCA proposed constitution. School guidance workers from 33 states, the District of Columbia, and Canada returned ballots.

Your suggestions were most helpful. Your chairman still wonders how he failed to distinguish between "president-elect" in the constitution and "vice-president" in the by-laws. That was a major error (it will be corrected), and there were several other minor inconsistencies. We hope to incorporate all your comments into the final draft—except the one which recommended that Directors of Guidance should be excluded from membership. That provision would leave ASCA without a president and chairman of the constitution committee!!!

You may be interested in some of our members' comments about the proposed constitution—good and not so good. Here are some of the good ones: "I am delighted that such an organization is being established. It is my feeling that much good can come from the combined efforts of its members." "You certainly have done a remarkable job of coordinating a heterogeneity of ideas." And here are some of the adverse remarks: "I feel that there are serious errors in the mechanics of the constitution and by-laws." "In general, the constitution is too long." "Elections of this sort are a farce—what opportunity has the membership to know the qualifications of candidates?"

These are the kind of candid comments which we hoped to secure. They will make it possible for your constitution to reflect the varied shades of thinking of ASCA members from all geographical sections. Thanks!—THOMAS E. CHRISTENSEN, *Chairman Constitution Committee, Director of Guidance Services, Worcester Public Schools, Massachusetts.*

### You'll Want to Read:

*Research Bulletin*, N.E.A., October 1953.

"Schools Help Prevent Delinquency."

*National Association of Secondary School Principals Bulletin*, February, 1954. "National Picture of Pupil Personnel and Guidance Services," by Dr. Leonard Miller and Dr. Arthur Jones.

*The Yearbook of the Elementary School Principals Association*, April, 1954. Devoted to guidance in the elementary schools. Book reviews in our *APGA Journal*.

**Election News:** Late in the summer the general membership was polled for suggestion for the officers for next year as well as the delegates to the APGA assembly. From

this list of suggestions the Nominations Committee will prepare a slate which will go out from the APGA office some time after the first of the year.—CARL WALLER, *Nominations Committee Chairman.*

**Find a Member:** Douglas Dillenbeck, ASCA membership chairman, asks that you join him in making our membership drive a very personal one. He suggests that you share this publication with some one you think can qualify for ASCA membership. Urge him, then, to write APGA, 1534 "O" St., N. W., Washington 5, D. C., for application blank.

**Convention Plans:** Speakers at the two general sessions of ASCA Convention in Buffalo, April 12-15, will be: Dr. Horace Mann, Director, Division of Education for Exceptional Children, State University of New York, Buffalo, N. Y. Topic: *THE MENTALLY GIFTED CHILD: IDENTIFICATION AND PROVISION FOR HIS NEEDS*; and Dr. Howard C. Seymour, Assistant Superintendent of Schools, Rochester, N. Y. Topic: *THE ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES IN SECONDARY SCHOOLS.*

Registration begins at 8:00 P.M. on Sunday, April 11, at the Hotel Statler, headquarters of the 1954 Convention. Pre-registration forms and preliminary programs will be mailed to members in late January or early February.

This is the ASCA Convention personnel roster:

**Program:** T. J. KUEMMERLEIN, Director, Department of Pupil Personnel, Milwaukee Public Schools, Wis.

**Registration:** ELEANOR DRISCOLL, Director of Guidance, Griffith Institute and Central School, Springfield, N. Y.

**Placement:** HAROLD MCGRAW, Director of Guidance, North Tonawanda Public Schools, N. Y.

**Meals:** RAY HANDVILLE, Chronical Press, Moravia, N. Y.

**Publicity:** MRS. HELEN SUTTON, Counselor, West Central Schools, Buffalo 24, N. Y.

**Hospitality:** HARRIET STANBRO, Director of Guidance, East Aurora High School, N. Y.

**Posters:** MURIEL THOMPSON, Counselor, Jamestown High School, N. Y.

**Stenographic:** HELEN FRITZ, Girls' Vocational High School, Buffalo, N. Y.

**Meetings:** DOROTHEA DUTTWELLAR, Director of Guidance, Cleveland Hill School, Chukawaga, N. Y.

**Exhibits:** ALFRED RICHERT, Counselor, East Aurora High School, N. Y.

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